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ABSTRACT

This booklet contains descriptions of the programs under the Education Professions Development Act (EPDA) administered by the Bureau of Educational Personnel Development during fiscal year 1971 (July 1, 1970 to June 30, 1971). Material on each of the 14 programs includes a list of objectives, an outline of eligibility requirements for applicants and participants, brief descriptions of program characteristics, and an address to which letters of interest or inquiry may be directed. The programs are organized under four headings: (1) Programs to improve the education of children from low-income families: Career Opportunities Program, Teacher Corps, and Urban/Rural School Development Program; 2) Programs to reinforce the preparation of all educational personnel: Training of Teacher Trainers Program and Training Complexes Program; 3) Programs to help meet critical qualitative and quantitative shortages of educational personnel: Bilingual Education Program; Educational Leadership Program, Early Childhood Program, Personnel Services Staff Program, Special Education Program, Vocational Education Personnel Program, and State Grants Program; 4) Programs to meet special needs for education personnel as they arise and to develop and test solutions for those needs: School Personnel Utilization Program and Teacher Development for Desegregating Schools Program. Also included is the Media Specialists Program administered by the Bureau of Libraries and Educational Technology. (JS)

EDUCATION PROFESSIONS DEVELOPMENT ACT

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FACTS ABOUT PROGRAMS FOR 1971-72

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EPDA Parts B, C, D, and F

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Bureau of Educational Personnel Development

June 1970

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Title VI of the Civil Rights Act of 1964 states that, "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, Education Professions Development programs, like all programs or activities receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

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INTRODUCTION

The following pages describe briefly the programs under the Education Professions Development Act (EPDA), administered by the Bureau of Educational Personnel Development during fiscal year 1971 (July 1, 1970 - June 30, 1971). All of these, with one exception, are continuations of activities started in previous years. The exception, *Urban/Rural School Development*, is a program designed to provide inservice training in all subject areas for school staffs serving low-income populations.

During fiscal year 1970, for the first time, the majority of EPDA grant awards were made on a multiyear basis. That is, most projects will be continued from 3 to 5 years, contingent on project performance and Congressional authorization and appropriation. Because of continuation costs there will be few opportunities for funding new projects in fiscal year 1971.

Those agencies and institutions which have a particular interest in any of the programs should write to the appropriate address, as listed in the following program descriptions as soon as possible but no later than September 15, 1970. The letters should be short and informal. They should indicate not only the interest and capacity of the agency or institution to undertake a project in the specific program area, but also the interest of the agency in applying for project funding in subsequent years, should there be no opportunity for funding in fiscal year 1971.

This procedure does not apply to projects funded in fiscal year 1970 with multiyear clauses in their grant award documents. Separate procedures will be announced by each program to cover the necessary reapplication for continuation of funds.

Procedures for the following three programs vary somewhat from those described above: Teacher Corps, Vocational Education Personnel, and State Grants. Inquiries about these, and about any of the others, should be addressed directly to the programs.

**I. PROGRAMS TO IMPROVE THE EDUCATION
OF CHILDREN FROM LOW-INCOME FAMILIES**

Career Opportunities Program

Teacher Corps

Urban/Rural School Development Program

CAREER OPPORTUNITIES PROGRAM

PURPOSES

The Career Opportunities Program is designed to act as a catalytic agent for the improvement of the education of children from low-income families through:

1. Attracting low-income persons--especially Vietnam veterans--to new careers in schools serving people from low-income families;
2. Finding better ways of utilizing school staffs for services;
3. Developing training programs for school aide personnel leading to full certification as teachers which combine college level work-study and low-income structured career advancement opportunities;
4. Encouraging greater understanding and participation between the community and the education system;
5. Increasing cooperative relationships between related programs, agencies, and institutions.

ELIGIBILITY

Applicants

Awards are made to local education agencies, which design training programs jointly with community organizations and agencies, community colleges, and nearby universities, and with their State education agencies. The schools subcontract with cooperating institutions of higher education to provide training services. Projects must be located in schools with high concentrations of low-income families.

Participants

Persons from low-income backgrounds may receive training. Many will already be employed by school districts. A high priority is placed on recruiting Vietnam veterans.

The Career Opportunities Program encourages low-income men and women to start their careers as education auxiliaries at whatever level their abilities and interest permit, then follow a career lattice to more responsible, more remunerative, and more challenging jobs in low-income area schools.

NATURE OF PROJECTS

Duration

Projects are planned for at least a 3-year period, with the understanding that renewal of the annual grant is conditioned upon satisfactory progress and the availability of funds.

Participants engage in an intensive summer program, followed by a work-study pattern during each academic year.

Project Characteristics

Career Opportunities help school districts and universities create programs that are more relevant to the needs of low-income people and to the career training needs of the participants themselves. Training combines academic study toward high school equivalency, the associate of arts, and the baccalaureate degrees, with classroom work in low-income area schools supervised by experienced teachers, who serve as team leaders and cooperating teachers. A combination of courses approach, including practicum, will enable participants to earn 30 credits per calendar year.

All COP projects must include the following elements:

- | | |
|---|---|
| a. Career lattice | f. State role |
| b. Community involvement
(including COP Council) | g. Team approach |
| c. Cost-sharing | h. Training--with tutors
of higher education |
| d. Linkage | i. Veterans |
| e. Low-income participants | j. Youth tutoring youth |

Model Cities sites will receive priority attention, although the overall project locations must reflect the urban/rural ratio of the country.

Letters of interest or inquiries may be submitted to:

Career Opportunities Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

TEACHER CORPS

PURPOSES

The purpose of the Teacher Corps is (1) to strengthen the educational opportunities available to children in areas having high concentrations of low-income families, and (2) to encourage colleges and universities to broaden their programs of teacher preparation. To achieve this, the Teacher Corps attracts and trains college graduates and upperclassmen to serve in teams under experienced teachers; attracts volunteers to serve as part-time tutors or full-time instructional assistants; and attracts and trains educational personnel to provide specialized training for juvenile delinquents, youth offenders, and adult criminal offenders.

ELIGIBILITY

Applicants

Proposals must be submitted jointly by colleges or universities and associated local school districts or, in the case of corrections programs, such other agencies or institutions approved by the Commissioner. Proposals must be approved by respective State departments of education. Participating institutions must meet certain criteria set forth in the Teacher Corps Guidelines.

Participants

Interns must have completed 2 years of college or be college graduates, whichever the project specifies. Team leaders must have recent successful teaching experience with disadvantaged children. Both interns and team leaders must meet qualifications set forth in the project plan. They are selected by local panels composed of school, university, community, and Corpsmember representatives.

NATURE OF PROJECTS

Duration

The intern and team leader service period is generally for 2 years. A preservice training session of at least 6 weeks is held prior to teams entering the schools. Inservice training is conducted during the course of the following 2 academic years and intervening summer.

Project Characteristics

After preservice training, interns and team leaders who have successfully completed the session are placed on the payroll of

the participating school district. Corpsmembers work in teams of five to eight interns and one team leader. Generally, only one team is assigned to a school.

During the academic year, a team works about 60 percent of the school week within the schools, carrying out increasing teaching responsibilities. Interns spend about 20 percent of their time in academic studies leading to a bachelor's or master's degree and teaching certification, and must spend at least 10 hours a week in education projects within the school community.

During the intervening summer, interns continue academic studies and community education projects. Generally, team leaders are not employed under the Teacher Corps program during the intervening summer.

The Teacher Corps grant will cover up to 100 percent of the universities' costs and up to 90 percent of Corpsmembers' salaries.

Teacher Corps training programs must be designed to develop new approaches to teacher preparation and utilization. Programs are a means of developing flexible models of teacher education based on performance criteria, which involve other college and university departments outside the school of education, grant credit for the internship period, and utilize regular school staff and members of the community in the teaching staff.

Teacher Corps programs should work to strengthen university-school-home-community ties by actively involving participants of all groups in program planning and development.

Corpsmembers, both team leaders and interns, should meet regularly with school and university staff to participate in evaluation of the program and in decisionmaking affecting program operation. Usually, an elected representative structure is established to facilitate this.

Community representatives should participate in the development of the proposal and the review of the operation of the program. Community representatives should be included on a regular basis in order to provide continuity.

Since the Teacher Corps is intended to encourage and assist changes within the institutions which educate children and prepare teachers, those submitting proposals must identify in their proposals the changes which the Teacher Corps can help them to achieve within the next 3 to 6 years.

Requests for guidelines or inquiries may be submitted to:

Teacher Corps
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

URBAN/RURAL SCHOOL DEVELOPMENT PROGRAM

PURPOSES

The Urban/Rural School Development Program is intended to improve the achievement, self-esteem, and options of students in schools which serve a high concentration of low-income families. Participating schools and their communities will assume joint responsibility for achieving the following objectives.

1. To enable members of the school staff to become facilitators of change;
2. To locate training and development activities at the school sites;
3. To increase the community's participation in decisions affecting the school, and promote the utilization of community resources in the school (and vice versa);
4. To encourage the development of retraining strategies which are linked to an intensive analysis of school problems;
5. To encourage the improvement of curriculum in participating schools, and disseminate effective techniques to surrounding schools;
6. To enable participating schools to orient students to a wide range of work and career opportunities;
7. To enable teachers and communities directing Urban/Rural projects to provide assurance of project quality control.

ELIGIBILITY

Applicants

Local education agencies will be the usual grantees. Selection will be based on the severity of poverty and educational deprivation in the student population; eligibility will be limited to schools where such problems are highly concentrated.

Participants

Educational personnel normally employed in participating schools (teachers, paraprofessionals, counselors, principals, etc.) will receive training, and implement curricular and organizational reforms.

NATURE OF PROJECTS

Duration

During a preoperational phase (varying in time from school to school), projects will be planned for a 5-year operational period. Grants will be renewed annually, with the understanding that renewal is dependent upon attainment of objectives and the continued availability of funds.

Training will be conducted full time or part time during the summer and part time during the school year.

Project Characteristics

Participating schools and communities will be given wide latitude in choosing approaches to training, organizational innovation, and curricular reform. The only major constraints bearing on the program will be:

1. Genuine parity of decisionmaking should be vested in the community and school staff. In general, two separate councils (community and school) will mutually influence most decisions affecting budgets, personnel, organization, and curriculum.
2. All training strategies (or other approaches) adopted by the school and community should be directly related to an analysis of existing problems in the school; subsequent activities should be arranged as a regular part of the teacher's workload.
3. Project activities should be located at school and community sites; reciprocal use of facilities and personnel in both school and community should be encouraged.
4. Schools should direct their efforts toward (a) improving the competency of teachers through training; (b) restructuring curricular and organizational approaches; and (c) increasing the relevancy of the school program to the occupational future of students. The school and community should choose strategies in these areas which they can apply simultaneously, with careful thought given to interdependencies.
5. The school and community will be mutually accountable for an evaluation and monitoring system which clearly identifies project results. This system should include (a) an analysis of student and teacher behavior; (b) objectives which are behaviorally defined; (c) criterion measures which are relevant, reliable,

objective, and readily assessable; (d) a time frame for achieving objectives; (e) minimum expectations of student and teacher performance; and (f) an independent audit. Grants will be subject to discontinuation if there is a significant discrepancy between objectives and actual project results.

Letters of interest or inquiries may be submitted to:

Urban/Rural School Development Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

**II. PROGRAMS TO REINFORCE THE PREPARATION
OF ALL EDUCATIONAL PERSONNEL**

Training of Teacher Trainers Program

Training Complexes Program

TRAINING OF TEACHER TRAINERS PROGRAM

PURPOSES

The Training of Teacher Trainers Program provides a process for engaging the full resources of universities, schools, and communities in creating effective new cooperative institutional arrangements for preparing educational personnel. To this end the TTT program supports projects in institutions of higher education and in local and State education agencies designed to strengthen the preparation of key agents of change: the individuals who teach or lead, or who aspire to teach or lead as well as teacher trainers and trainers of teacher trainers. The following are the primary objectives of the program:

1. To identify, recruit, and train qualified persons to be teacher trainers and trainers of teacher trainers;
2. To improve the quality of preservice and inservice training programs for teacher trainers and trainers of teacher trainers;
3. To increase the competency of those now functioning as teacher trainers and trainers of teacher trainers in institutions of higher education and in State and local education agencies.

ELIGIBILITY

Applicants

Grants are made to local school districts, State education agencies, and universities.

Participants

Participants must include university or school personnel responsible for the preparation or leadership of teacher trainers. Graduate students and school or college teachers, supervisors, and administrators preparing to be teacher trainers, are also eligible. Other school or college personnel who will serve on clinical teams or whose training provides practicum experience for teacher trainers or trainers of teacher trainers may also participate.

NATURE OF PROJECTS

Duration

TTT projects are regularly supported for a period of at least 3 years, with the understanding that annual renewal is conditioned upon satisfactory progress and the availability of funds.

Training is usually conducted on a full-time basis during the academic year, and often in the summer session as well; for those engaged in graduate or postdoctoral study; but short-term summer and part-time academic year training is frequently provided for other participants.

Project Characteristics

The TTT is intended to help transform systems of educational training in the broadest sense by creating new organizational structures to provide effective roles for members of all groups which influence teacher education: professors of liberal arts, professors of education, school teachers and administrators, prospective teachers, concerned members of the community, and students.

The program grew out of the proposition that much of a teacher's education proves to be inadequate for the problems of the classroom, particularly in schools that serve low-income families. There are a number of reasons why this should be true, but four seemed especially important in the view of those who planned the TTT. First, the teacher trainer, whether in liberal arts, schools of education, or in the public schools, has usually been prepared in schools staffed by personnel who are too often unaware of, or insensitive to, the problems and demands that the classroom teacher faces. His undergraduate preparation for teaching may well have consisted of a few courses in education tacked on to his "major," and his graduate education may have been totally unconcerned with preparation for teaching. As a result, the general emphasis of teacher training programs frequently does not take into account the realities of the classroom. Second, future teachers spend most of their time in courses offered by professors in the traditional academic disciplines, who are ordinarily trained in graduate schools stressing basic research. Third, except for a semester's practicum late in the sequence, teacher preparation programs usually do not draw upon the resources of the schools where prospective teachers will make their careers; and they are virtually isolated from the communities in which those schools exist. Finally, over one-fourth of the teachers who are certified each year are trained in small colleges, many of which do not have well developed teacher training programs and in which the preceding limitations are even greater.

The TTT aims to counteract these forces by providing settings where all persons concerned with teacher training in colleges of arts and sciences, schools of education, the schools, and the community--will work in parity toward the same objectives, with an up-to-date perspective on the nature of the students they will teach and the

structure of the communities they will serve. In these settings, new patterns of teacher training will be worked out in exchanges among individuals from the different sectors. Other institutions and communities may then adopt or modify these patterns using the experience gained within the TTT, to design programs that are appropriate to their own problems in their own settings.

Letters of interest or inquiries may be submitted to:

TTT Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

TRAINING COMPLEXES PROGRAM

PURPOSES

Training Complexes provides new educational mechanisms for utilizing all existing resources in a given region in support of comprehensive training, at a variety of places, for both prospective and experienced teachers. The emphasis is interdisciplinary and interagency and is related closely to other Federal programs, such as ESEA titles I and III. Entire regions are served by a single complex.

ELIGIBILITY

Applicants

Grants are made to local school districts, State education agencies, and colleges and universities.

Participants

Preservice and inservice educational personnel at all levels are eligible to participate in training projects.

NATURE OF PROJECTS

Duration

Training complexes will generally be supported on a multiyear basis, with the understanding that annual renewal is conditional upon satisfactory progress and the availability of funds.

Training will be conducted in as many varieties of short- and long-term and full- and part-time bases as the need may require.

Project Characteristics

Training Complexes differ from traditional teacher training organizations in several ways:

1. They provide freedom to determine anew the content, extent, and faculty of training programs.
2. They are free to establish performance-based credentials rather than the traditional ones based on course requirements.
3. They facilitate linking preservice and inservice training as continuum.

4. They facilitate the acceptance of responsibility for teacher training by a greater variety of groups: academicians, pedagogues, schools, the communities served, etc.

5. They provide alternative career ladders for experienced teachers.

Letters of interest or inquiries may be submitted to:

Training Complexes Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

**III. PROGRAMS TO HELP MEET CRITICAL QUALITATIVE AND
QUANTITATIVE SHORTAGES OF EDUCATIONAL PERSONNEL**

Bilingual Education Program

Educational Leadership Program

Early Childhood Program

Personnel Services Staff Program

Special Education Program

Vocational Education Personnel Program

State Grants Program

BILINGUAL EDUCATION PROGRAM

PURPOSES

The Bilingual Education Program supports the training of teachers and other personnel for schools which use two languages as mediums for teaching and learning all or a significant part of the regular experiences and subjects of the curriculum. The languages are English and the mother tongue or home language of the target pupils. The training focuses on the following objectives:

1. To use the mother tongue as a medium in order to avoid the retardation in school work which commonly occurs when the child's command of English is insufficient;
2. To make possible a strong, mutually-reinforcing relationship between the school and those families and communities for which the dominant language is not English;
3. To enhance the child's self-concept;
4. To develop competence and literacy in the mother tongue in order to increase the child's career potential;
5. To increase the child's competence and literacy in English by improved special teaching which recognizes that English is his second language.

ELIGIBILITY

Applicants

Grants are made to local education agencies, institutions of higher education, and State departments of education.

Participants

Educational personnel directly concerned with bilingual schooling, e.g., teachers, aides, supervisors, and administrators, are eligible for training. Most participants will be native speakers of the non-English tongue or will have equivalent competence in it, but it is not necessary that all participants be prepared or preparing to use both languages as mediums of instruction.

NATURE OF PROJECTS

Duration

Most projects are planned to last 1 year, with the possibility of continued funding for 2 additional years. Such continued funding is conditioned upon satisfactory performance of the work and the continued availability of funds.

The training session(s) provided by the project may vary in length from 1 day to 8 or 9 weeks, and may continue part time throughout an entire academic year. Since most participants are employed in bilingual schools (or will be so employed following a summer training session), full-time participation in an EPDA bilingual education project should not be required except during the summer.

Project Characteristics

The major training needs of the non-English medium teachers, aides, supervisors, and others in bilingual schools are the following:

1. Greater competency and confidence in the use of the non-English medium for teaching the regular school subjects: mathematics, the social studies, etc.;
2. Concomitant skill in the professional use of the non-English medium in other ways for discussions of educational problems and educational theory, curriculum revision, testing, etc.;
3. Special knowledge of the history and culture of the target children's people and their forebears;
4. A clearer sense of the nature of language and language learning.

For those teachers responsible for specialized instruction to improve the child's competence in English, the major need is for a clearer sense of the nature of language and the techniques and procedures required for presenting English as a second language at the appropriate grade and age levels.

The training may be conducted in the United States or elsewhere.

Letters of interest or inquiries may be submitted to:

Bilingual Education Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

EDUCATIONAL LEADERSHIP PROGRAM

PURPOSES

The Educational Leadership Program will support projects to increase the competence of people who now serve or intend to serve as administrators in elementary or secondary school systems at the local or State level. The following are the primary objectives of the program:

1. To identify and recruit personnel, especially from new and varied manpower sources, and train them for school administrative positions in high risk inner-city schools and other difficult and challenging settings;
2. To create new or improve existing training programs for administrators which:
 - a. reflect cooperative arrangements between local education agencies, institutions of higher education, and other agencies,
 - b. are directed toward the new roles for administrators, and
 - c. influence change in the regular educational administration program within the university;
3. To establish programs that provide for the training of trainers of administrators and other leadership personnel.

ELIGIBILITY

Applicants

Grants are made to local education agencies, institutions of higher education, and State education agencies.

Participants

Individuals who are now administrators or who wish to become administrators in elementary and secondary schools are eligible to participate. An attempt should be made to attract promising young people from both educational and noneducational backgrounds. Heavy emphasis should be given to recruiting participants from the Nation's under-represented minorities.

NATURE OF PROJECTS

Duration

Most projects are planned for a period of 3 to 5 years with the

understanding that renewal of the annual grant is conditioned upon satisfactory progress and the continued availability of funds.

Projects may include both long-term fellowships, short-term institute-type training, part-time academic year training, or a combination of these.

Project Characteristics

Cooperative planning among institutions of higher education, local education agencies, and community and other related organizations is encouraged, as well as multidisciplinary approach to the training. (Long-term training usually leads to an advanced degree.)

Priority is given to cooperative efforts between urban school systems and nearby universities which are designed to meet individual needs of participants, but which have overlapping components.

Letters of interest or inquiries may be submitted to:

Educational Leadership Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

EARLY CHILDHOOD PROGRAM

PURPOSES

The Early Childhood Program supports projects to train and retrain personnel for programs for young children ages 3-9. The following are the primary objectives of the program:

1. To improve the supply of qualified teacher trainers, supervisors, curriculum and evaluation specialists, teachers, and aides in early childhood education;
2. To improve the quality of training programs offered by colleges and other agencies for educational personnel through:
 - a. application of research findings,
 - b. recruitment of new types of people into training programs,
 - c. demonstration of models, or
 - d. cooperative planning and training with local education agencies;
3. To involve both parents and the community in the educational process;
4. To develop a variety of approaches to individualized instruction;
5. To develop educational personnel who perform in concert with other service professions for young children as well as other educational personnel in related disciplines or roles;
6. To produce tested and valid elements of training programs for dissemination to other training programs.

ELIGIBILITY

Applicants

Grants are made to institutions of higher education and local education agencies.

Participants

Individuals who are engaged or preparing to be engaged in the field of early childhood education are eligible to attend early childhood training projects. Although projects may be designed for certain types of personnel, in general, teachers, aides, teacher trainers, and administrators may participate.

NATURE OF PROJECTS

Duration

Most projects are planned for a period of 2 or 3 years, with the understanding that renewal of the annual grant is conditioned upon satisfactory progress and the continued availability of funds.

Training projects can be short-term, full-time (usually not less than 6 weeks); long-term, full-time; long-term, part-time; or a combination of these. Both fellowship-type programs and training institutes are supported under the Early Childhood Program.

Project Characteristics

The Early Childhood Program supports projects in the following priority order.

Projects for teachers of teachers are designed for personnel in supervisory capacities or personnel charged with conducting pre-service or inservice programs for teachers. These projects will be largely full-time academic year fellowship programs. However, some summer and part-time academic year projects will be supported.

Multidisciplinary projects for teachers of teachers can be full-time fellowship programs or summer institutes with a part-time academic year followup. Particular emphasis should be placed on training participants in language, cognitive development, emotional and aesthetic development, and social development. Since these projects depart from usual academic credentials and procedures, each applicant institution should develop its own criteria for participant eligibility.

Projects for teachers, at the preschool through grade three level, can be one of two different types: (1) fellowship programs designed to provide comprehensive early childhood training for persons with undergraduate degrees in fields other than education, and (2) short-term projects for experienced early childhood education personnel. In addition to these projects for elementary teachers, a few model projects for secondary teachers will be funded. These will train teachers to prepare adolescents as future "parent educators."

Letters of interest or inquiries may be submitted to:

Early Childhood Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

PERSONNEL SERVICES STAFF PROGRAM

PURPOSES

The Federal effort in support of the Personnel Services Staff Program has been primarily in the area of counseling and guidance, despite the fact that the Education Professions Development Act was designed to improve all personnel services staff, including guidance, psychological, social, and health services. The Staff Program seeks to implement this broad design and to meet the changing role of these personnel in regard to student and community needs.

The following are the primary objectives of the program:

1. To train prospective and experienced pupil personnel specialists to function as learning consultants and human relations experts and to develop an understanding of:
 - a. the school as an organization,
 - b. human growth and development,
 - c. themselves as individuals;
2. To train trainers of pupil personnel specialists;
3. To develop models for preparation programs and to demonstrate and evaluate their effectiveness.

ELIGIBILITY

Applicants

Grants are made to local school districts, State education agencies and colleges, and universities.

Participants

Participants include trainers of pupil personnel workers, as well as prospective and experienced pupil personnel specialists at the preschool, elementary levels. Projects include training in the following fields:

1. Guidance services, including counseling;
2. Psychological services, including school psychology, psychiatric, and other mental health services;

3. Social services, including school social work, attendance work, and visiting teacher services;

4. Health services, including the teacher (or school) nurse, physician, and dental hygienist.

NATURE OF PROJECTS

Duration

It is expected that most projects will be developed for a multi-year period, though grant awards can be made only on a year-to-year basis.

Projects may be short (usually no less than 6 weeks total) or long (as much as two summers and the intervening academic year). Although summer training projects are usually full time, any project may call for either full- or part-time participation or a combination of these.

Project Characteristics

The following are the major priorities of the program:

1. Projects designed for supervisors, educators of pupil personnel specialists, teacher trainers, or other personnel whose preparation would achieve a significant multiplier effect;
2. Projects which reflect the participation of the larger school community in their planning, developing, training, and evaluative aspects. The school community is seen in this context as consisting of various citizens' groups, students, faculty of the employing school system and of the training institution;
3. Projects which develop new concepts of pupil personnel teams that might involve a school administrator, teacher, and community worker together with the pupil personnel specialist;
4. Projects which prepare pupil personnel specialists to work outside the schools in the communities they serve;
5. Projects specifically designed for pupil personnel specialists who will work in inner-city and rural schools.

Critical programmatic concerns in the preparation of pupil personnel specialists are:

1. Adequate supervision of the trainees in their practicum and intern experience;

2. Competency in the use of group dynamics;
3. Knowledge of the scope and sequence of the didactic curriculum;
4. Involvement of the local school district and the community in the designing and conducting training projects.

Letters of interest or inquiries may be submitted to:

Personnel Services Staff Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

SPECIAL EDUCATION PROGRAM

PURPOSES

The Special Education Program will support projects to train regular classroom teachers and other educational personnel to meet the needs of handicapped children in regular classrooms. Primary objectives are:

1. To increase the number of regular educational personnel who understand and can effectively deal with handicapped children in regular classrooms, particularly leadership personnel such as deans of education, school superintendents, principals, and State education agency administrators who are capable of significantly influencing other personnel or programs;
2. To train teacher trainers so that they can integrate special education effectively into regular teacher preparation programs;
3. To encourage training institutions to modify existing preparation programs so that regular teachers and other educational personnel will be more capable of working with handicapped children in the regular classrooms;
4. To provide appropriate training opportunities in the techniques of special education for personnel such as school administrators, school psychologists, counselors, educational media specialists who are or will be responsible for educating the handicapped in the regular classroom, and teacher aides for both regular and special education classrooms;
5. To encourage the development of training projects that address themselves to the needs of handicapped children in poverty populations, both urban and rural.

ELIGIBILITY

Applicants

Grants are made to institutions of higher education and State and local education agencies.

Participants

Although specific projects are designed for certain types of personnel, Special Education projects are open in general to the types of personnel cited above in the program objectives.

NATURE OF PROJECTS

Duration

Training projects can be short-term, full-time (e.g. a summer session); long-term, full-time; long-term, part-time; or a combination of these.

Project Characteristics

The following are the major priorities of the Special Education Program:

1. Projects which train the types of personnel named under PURPOSES above;
2. Projects which are designed for the training of educational teams composed of administrators, trainers of teachers, support personnel and aides to deal more effectively with handicapped students in the regular classroom;
3. Projects which are designed to be closely related to the Model Cities programs or similar planning and development activities.

Preferential consideration will be given to those proposals that address themselves to the needs of handicapped students in poverty populations, both urban and rural, and to those proposals which demonstrate that the training institutions are modifying or will be modifying the existing preparation programs so that regular teachers and other educational personnel, including leadership personnel, will be trained to become immediately cognizant of and capable of dealing with handicapped students in the regular classroom.

It should be emphasized that regardless of priorities careful attention will be accorded any proposal falling within the parameters of the program. Many points of attack are possible, and a variety of training models can be supported.

Letters of interest or Inquiries may be submitted to:

Special Education Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

VOCATIONAL EDUCATION PERSONNEL PROGRAM

The Vocational Education Personnel Program, authorized under part F of the Education Professions Development Act, has two sections: Leadership Development under section 552, and Cooperative Arrangements under section 553. The two sections are designed to complement one another, are distinctly different, and are therefore described separately.

Section 552 - LEADERSHIP DEVELOPMENT

PURPOSES

1. To develop a cadre of vocational education leadership personnel which meets the needs in all the States equitably;
2. To encourage comprehensive programs in vocational education at the graduate level.

ELIGIBILITY

Applicants

Institutions of higher education that offer graduate study in a comprehensive program of vocational education that is approved by the State board of vocational education may propose Leadership Development projects.

Participants

Leadership Development awards are apportioned equitably among the States. Candidates nominated by each of the 50 State boards of vocational education and the Trust Territories must meet the requirements established by the institution of higher education whose program they wish to attend and meet the following criteria:

1. Have not less than 2 years of experience in vocational education or in industrial training or, in the case of researchers, experience in social science research which is applicable to vocational education;
2. Be currently employed or be reasonably assured of employment in vocational education;
3. Be recommended by their employer, or others, as having leadership potential in the field of vocational education and be eligible for admission as graduate students to a program of higher education approved by the Commissioner as offering a comprehensive vocational education graduate program.

NATURE OF PROJECTS

Duration

Participants are supported for up to 3 years of advanced study.

Project Characteristics

Projects should offer a comprehensive doctoral program in vocational education of up to 3 years duration, including internship and research experience. Projects should involve study and experience in providing for the special needs of the disadvantaged and handicapped.

Letters of interest or inquiries may be submitted to:

Vocational Education Personnel Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

Section 553 - COOPERATIVE ARRANGEMENTS

PURPOSES

1. To strengthen the education programs and administration of schools offering vocational education;
2. To provide an adequate supply of qualified personnel to staff the expanding programs in vocational-technical education;
3. To upgrade the professional competencies of personnel now employed in the system;
4. To encourage the development of statewide planning procedures for implementing professional development in vocational education.

ELIGIBILITY

Applicants

Only State boards for vocational education may apply directly for grants under the Cooperative Arrangements Program. Subproposals may be submitted to the State board for vocational education for cooperative arrangement projects. These will be between schools offering vocational education and private business or industry, or other educational institutions (including those for the handicapped and delinquent).

Participants

Participants may include any prospective or experienced educational personnel such as teacher educators, academic teachers, supervisory personnel, coordinators, guidance counselors, as well as administrators, vocational education teachers, and aides working directly with vocational education programs.

NATURE OF PROJECTS

Duration

Grants are awarded annually to States on a competitive basis. Individual projects for cooperative arrangements may be short-term, full-time or part-time (e.g. a summer session); long-term, full-time, or part-time; or a combination of these.

Project Characteristics

The Cooperative Arrangements Program enables State boards for vocational education to support the training or retraining of vocational personnel at the elementary, secondary, and post-secondary levels. A State board may submit a proposal setting forth a system of criteria, priorities, and procedures for advancing professional development to meet the documented needs of vocational education personnel development within the State. In turn, proposals may be submitted to the State board for subprojects which link available resources of schools or other local agencies, business and industry, and colleges and universities through cooperative arrangements for training and retraining. These arrangements may take the form of exchange projects with business or industry, summer and part-time academic year inservice training projects, and special career ladder programs.

A limited number of small grants may be awarded to States, as appropriate, for technical assistance in developing statewide plans for professional development and procedures for implementation through cooperative arrangements.

In addition to the grants to States for Cooperative Arrangement projects, a few proposals may be solicited from State agencies for projects which meet national or regional priorities. It is contemplated that these might include projects in leadership training, statewide planning, career exploration, and other professional development needs.

Letters of interest or inquiries may be submitted to:

Vocational Education Personnel Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

STATE GRANTS PROGRAM

PURPOSES

The State Grants Program is administered under part B subpart 2 of the Education Professions Development Act. The purpose of the program is to attract and qualify people to meet critical shortages of classroom personnel through intensive short-term preservice and subsequent inservice training of prospective teachers and teacher aides. The State Grants Program has the following objectives:

1. To encourage statewide planning for educational improvement and personnel development;
2. To encourage the establishment of educational personnel development advisory councils or committees with the authority to identify priorities and approve programs on a coordinated statewide basis;
3. To encourage closer cooperation among teacher training institutions, local school districts, and State departments of education in personnel development activities;
4. To encourage, in the interest of efficiency and quality, consortia type projects involving several schools or school districts and institutions of higher education;
5. To encourage the development of new models of preservice and inservice training of teachers and teacher aides;
6. To encourage more individualized instruction and practical experiences in training programs in order to prepare trainees more effectively for positions they will hold in schools;
7. To encourage close coordination between preservice and inservice training programs with emphasis on supervision during the trainees first year of employment;
8. To encourage the involvement of teachers who will be using aides in both the preservice and inservice training of aides;
9. To encourage career ladder opportunities for aides which would permit those who so desire to attain full certification as teachers on a work-study basis;
10. To encourage the coordination of training projects under B-2 with other related State, local and/or Federal programs.

ELIGIBILITY

Applicants

The State Grants Program provides grants to the 50 States, the District of Columbia, Puerto Rico, Guam, American Samoa, the Virgin Islands, the Canal Zone, and the Trust Territory of the Pacific Islands. To date, all 50 States and all Territories with the exception of the Canal Zone and American Samoa, have approved State Plans.

Each State agency identifies its own priorities for training and within the framework of the Federal guideline establishes its own criteria for recruitment and standards for training programs.

Training projects may be conducted directly by State education agencies or by local school districts who submit proposals for the State allocated funds, singly or in consortia. Proposals are evaluated according to criteria set up by the State education agency and those best meeting Federal and State guidelines are selected for funding.

Participants

Only persons "otherwise engaged" i.e., not presently engaged in the field of education are eligible to participate in the training projects. Interested persons apply directly to the State or local agencies administering the projects.

Teacher trainees are commonly recruited from seven major categories: (1) unemployed persons, (2) persons employed in activities other than teaching, (3) former teachers who have not taught for at least one semester immediately preceding the training program, (4) persons trained to teach but have never taught (5) persons with degrees in other fields who now desire to teach (6) persons who have served as substitute teachers 50 percent or less of the school year, and (7) artisans or craftsmen who are willing to teach full time or part time to meet critical shortages.

Teacher aides are commonly recruited from six major categories: (1) unemployed persons, (2) persons employed in activities other than teaching, (3) persons who have not been employed as teachers or teacher aides for at least one semester immediately preceding the training program, (4) persons employed by educational agencies who are not involved in the educational process, e.g. custodians, cafeteria workers, bus drivers, etc., (5) persons who are college seniors or graduate students, other than those who have prepared themselves to be teachers, (6) teacher aides who have been employed 50 percent or less of the school year immediately preceding the training program.

Teacher aides are generally recruited from the communities immediately surrounding the schools. Recruitment of persons from low-income areas and returning Vietnam veterans is encouraged.

Although private schools may not submit projects under the State Grants program, persons preparing to teach or serve as aides in private schools may participate in B-2 training programs conducted in their areas by local or State education agencies.

NATURE OF PROJECTS

Duration

The intensive preservice training period is limited to one academic semester. The subsequent inservice training period may not exceed 12 months subsequent to the completion of the preservice training.

Most projects consist of a full-time summer session followed by part-time training and supervision during the participant's first year of employment by the schools.

Stipends may be paid to trainees during the time they are participating in full-time preservice training and full- or part-time inservice training. The maximum weekly stipend that may be authorized is \$75 for a full-time training program plus \$15 per dependent. The weekly stipend rate is prorated to a daily or hourly rate when training is part time or less than 1 week's duration.

Examples of Projects

In Webster Groves, Mo., a suburb of St. Louis, 30 returning black veterans from disadvantaged backgrounds were trained as aides by Webster College and Forest Park Community College for employment in three local school districts--Webster Groves, University City, and Kirkwood. Special emphasis was placed on utilizing the talents and experience of the trainees to aid children from disadvantaged backgrounds adjust to school. They will also work with teachers to establish more effective rapport between parents and the schools. The 12-week preservice portion of the project will be augmented by a 3-year inservice phase, the first portion of which was funded by B-2, leading to full teacher certification for the trainees.

In Maine, the State Department of Education conducted a project to train 20 skilled tradesmen as teachers for five new area vocational centers scheduled to begin operations in the fall of 1969. The trainees had no previous teaching experience and all but one had no college level educational experience; but as a group they represented 224 years of trade experience. Training

techniques included microteaching with the aid of closed circuit television. The inservice training will involve close supervision of the trainees and the use of mobile seminars to be held at each vocational center by the same faculty that conducted the preservice training.

FUNDING ARRANGEMENTS

The amount of funds allocated to each State is determined by a statutory formula which provides a minimum of \$100,000 to each State and the equitable distribution of the remainder of the Congressional appropriation on the basis of the total public and nonpublic elementary and secondary school enrollments. No more than one-third of each State grant may go to support the training of aides.

APPLICATION PROCEDURE

Interested local education agencies should write to their State education agency EPDA coordinator to inquire about the State Plan under part B-2 and the procedures for proposal submission.

DEADLINES

States establish their deadlines for applications from local education agencies. Funds must, however, be obligated by State education agencies for training projects before the end of the fiscal year following that for which they were appropriated. Local education agencies have until August 31 of the second succeeding fiscal year to expend funds allotted for training programs, i.e., for fiscal year 1971 this would be August 31, 1972.

For further information write to your State education agency or:

State Grants Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

**IV. PROGRAMS TO MEET SPECIAL NEEDS FOR EDUCATIONAL
PERSONNEL AS THEY ARISE AND DEVELOP AND
TEST SOLUTIONS FOR THOSE NEEDS**

School Personnel Utilization Program

Teacher Development for Desegregating Schools Program

SCHOOL PERSONNEL UTILIZATION PROGRAM

PURPOSES

The goal of the School Personnel Utilization Program is to create institutional change by reorganizing the teaching and administrative staffs of elementary and secondary schools. In order to bring this about, the School Personnel Utilization Program has the following objectives:

1. To develop examples of differentiated staffing patterns which include the following elements;
 - a. differentiated functions of all school personnel including teachers, administrators, and paraprofessionals,
 - b. differentiated salaries according to functions and roles,
 - c. flexible instructional time schedules, and
 - d. differentiated instructional modes;
2. To improve the management, organizations, instructional and technological skills, and attitudes of professional personnel;
3. To bring about changes in student attitudes and achievement;
4. To increase community participation in the educational system;
5. To encourage State education agencies to change their certification procedures;
6. To promote the participation of local teacher organizations in major decisions;
7. To encourage universities to make changes in inservice and preservice programs.

ELIGIBILITY

Applicants

Grants are made to institutions of higher education and State and local education agencies. Priority is given to projects initiated by local education agencies.

Participants

The criteria for admitting candidates into a training program of a local education agency must be carefully established by all interested educational and community groups and publicized in advance of the training.

NATURE OF PROJECTS

Duration

Since the introduction of a new organizational scheme in a school or system cannot be accomplished quickly, most projects are for a multiyear period, even though grant awards can be made only on a year-to-year basis.

Training projects are short term, full time; long term, full time; long term, part time, or a combination of these. Generally they combine a full-time summer session with part-time training during the school year.

Project Characteristics

The following characteristics describe differentiated staffing projects supported under this program:

1. No unit smaller than an entire school staff is differentiated.
2. The maximum salary of the highest paid teacher is at least double the maximum salary of the lowest category of professional personnel.
3. All instructional staff spend at least 25 percent of their time in direct contact with pupils.
4. All instructional staff in the unit designated as operationally differentiated is on the differentiated salary schedule.
5. The differentiated roles of the instructional staff as well as the selection criteria for those roles is clearly delineated.
6. The school district agrees to an external program audit annually, the results of which are to be made public.
7. Differentiated staffing accompanies other organizational and curriculum changes, including the specialization of staff, requiring the substantial development of new teaching roles.

Letters of interest or inquiries may be submitted to:

School Personnel Utilization Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

TEACHER DEVELOPMENT FOR DESEGREGATING SCHOOLS PROGRAM

PURPOSES

The purpose of the Teacher Development for Desegregating Schools Program is to meet the special needs of educational personnel who serve or will be serving in recently desegregated schools. The primary objectives of the program are the following:

1. To improve the subject matter and professional competence of inservice teachers especially in the South in order to bring measurably better instruction and educational services to the children served. The most critical areas are currently seen as language arts, including reading and mathematics;
2. To prepare inservice teachers and other educational personnel to perform better as professionals in interethnic and cross-cultural school and community settings;
3. To enhance progressively the capacity of the institutions supported to do a better job of preparing teachers, thereby reducing progressively the need for inservice and remedial retraining.

ELIGIBILITY

Applicants

Grants are made primarily to institutions of higher education.

Participants

Teachers, administrators, and supervisors, who are or will be assigned to desegregating schools are eligible to participate in the training projects. The teacher trainers in institutions of higher education as well as new trainers or teacher trainers are also eligible.

NATURE OF PROJECTS

Duration

Most projects are planned for a period of 2 to 3 years with the understanding that renewal of the annual grant is conditioned upon satisfactory progress and the continued availability of funds.

Project Characteristics

Groups of teachers and other educational personnel from the same school or district are trained as a team at project centers. In a few instances, where the resources are available, regional training

centers for teacher trainers as well are supported. Training is in one of the priority fields of language arts or mathematics, and relates to the particular problems which teachers must face in desegregating schools. When the teams return to their respective schools they will be expected to extend their knowledge by conducting training sessions for other personnel in their school. In turn their own training will be reinforced by part-time academic year followup.

Letters of interest or inquiries may be submitted to:

Teacher Development for Desegregating Schools Program
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

Media Specialists Program

In addition to EPDA programs administered by the Bureau of Educational Personnel Development, the Media Specialists Program is administered by the Bureau of Libraries and Educational Technology.

MEDIA SPECIALISTS PROGRAM

PURPOSES

The goal of the Media Specialists Program is to improve learning in the schools by increasing the number of specialized personnel qualified (1) to assist and support teachers and administrators in the effective use of available instructional media, and (2) to develop more effective instructional media. To meet this goal the program has defined several specific training objectives aimed at enabling participants to:

1. Generate and test theory and methodology related to instructional technology and to develop validated instructional materials;
2. Translate theory and empirical evidence about learners, media, subject matter content, settings and techniques into specifications and designs for effective instructional systems;
3. Produce specific instructional materials by following design specifications and artistic standards;
4. Provide information to those individuals responsible for instructional programs to allow them to make appropriate adaptive decisions regarding the management, development, and utilization of media in instruction;
5. Provide acquisition, storage, supply, card maintenance support to the appropriate operations and management of media in instruction;
6. Actually employ media in instructional settings for the purpose of bringing about specified changes in learning;
7. Plan, establish, and maintain the organizational structure necessary to support activities required in the operations and management of media services including the training of teachers and administrators to use media effectively;
8. Plan, establish, and maintain the means for supplying essential information, both internal and external, necessary to the operations and management of a media service;
9. Qualify, prepare, and direct staff in the operation and management of media service.

ELIGIBILITY

Applicants

Local school districts, State education agencies, and colleges and universities including junior or community colleges, may apply.

Participants

Projects may be designed for (1) individuals at the State or local levels who are or will be directly responsible for the administration and supervision or operation (as professionals, as technicians, and as paraprofessionals) of any component of an educational media program in public and private, nonprofit elementary, secondary, and postsecondary vocational schools; (2) teacher trainers at the college and university level in concert with local and State education agencies.

Projects will prepare media personnel identified as:

- Educational media directors,
- Instructional technologists and strategists,
- Educational media specialists,
- Materials design and evaluation specialists,
- Television specialists,
- Computer instruction specialists, and
- Media production and utilization specialists.

Other specialized service personnel who may provide services within the administrative and academic disciplines and instructional processes.

The following are examples of positions from which personnel may be recruited and trained to function in the above listed support capacities:

- General administrators,
- Educational administrators and teachers,
- Television, radio, and film producers, directors and writers,
- Psychologists,
- Behavior analysts,
- Systems analysts,
- Programers,
- Librarians and audiovisual specialists,
- Journalists,
- Photographers,
- Artists,
- Camera and computer technicians and operators,
- and allied paraprofessional service areas.

NATURE OF PROJECTS

Duration

Although grant awards can legally be made only on a year-to-year basis and subject to availability of funds and continuing legislative authority, some projects will be encouraged on a multiyear basis. Projects exceeding 1 year must exhibit clear evidence of need such as continued training requirements for the same personnel and a developmental program for which more than 1 year is clearly necessary. It shall be understood in all such cases that continued funding beyond 1 year will be subject to normal legal restraints plus evidence of satisfactory performance.

Media Specialist projects may be short term (usually no less than 6 weeks total) or long term (as much as 2 summers and the intervening academic year.) Although summer training projects are usually full time, any project may call for either full- or part-time participation or a combination of these. (Preservice training is allowable only for prospective educational personnel who already hold the baccalaureate degree. Most Education Professions Development Act media specialist projects have provided support for inservice training for experienced teachers and administrators as a means of multiplying the impact of Federal funds.)

Priorities

In order to remove racial and physical barriers to education, and to provide for the more effective use of school personnel, there is a general consensus that both expanded and improved use of instructional technology is essential. The Media Specialists Program is the Education Professions Development Act program most directly concerned with training personnel qualified to use existing media to develop a more effective instructional technology. Because of very limited resources priority must be given to those projects which have a "multiplier" effect, i.e., projects which train additional personnel without additional personnel without additional Federal resources. For this reason projects will receive priority as they relate to the following categories of structure and personnel.

Structure

1. Long-term projects (1 year or longer) which contain an institutional commitment to make every effort to assure that individuals who are trained (with Federal support) will be utilized for training other media specialists;
2. Short-term projects (less than 1 year) which involve a consortium of institutions and which give assurance of continuing cooperation in the training of media specialists;
3. Exemplary projects which affect only one school system, but which give assurances of providing adequate evaluation and the widest possible dissemination of effects;
4. Total staff projects which involve teams of school administrators, teachers, and media specialists in restructuring and organizing media programs as they relate to current and innovative staffing and instructional patterns at school, district, and regional levels, e.g., individualized instruction, differentiated staffing, nongraded schools, educational parks, etc.

Personnel

1. Projects for administrative and professional personnel which emphasize the "design" function of media specialists, i.e., the translation of theory and empirical evidence about learners, media, content, settings, and techniques into instructional design specifications;
2. Projects for professional personnel which emphasize the "utilization" function of media specialists, e.g., the actual employment of media in instructional settings for the purpose of bringing about specified changes in learners;
3. Projects for artistic and technical personnel which emphasize the "logistical" functions of media specialists, i.e., those functions which involve the acquisition, storage, supply, and maintenance support for the appropriate operation and management of media in instruction;
4. Projects which train the teachers of technical and paraprofessional personnel.

Letters of interest or inquiries may be submitted to:

Media Specialists Program
Bureau of Libraries and Educational Technology
U.S. Office of Education
Washington, D.C. 20202

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HEALTH, EDUCATION, AND WELFARE
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